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ABSTRACT

This manual is designed to assist personnel responsible for training teachers in the implementation of the World of Related Knowledge and Educational Development (WORK-ED). (The program is a career education course for ninth graders developed to enable students who have not chosen the traditional college-prep high school course to make career choices based on occupational information and ability to select goals.) It is a guidance-based program incorporating basic skills, human values, and career awareness. The material contained in this manual is designed to be presented in three training sessions. Session 1 includes the following: an overview of career education; an introduction to the WORK-ED program and materials; learning activities in values clarification; a brief consideration of community involvement; and a delineation of staff responsibilities. The second training session focuses on evaluation and record keeping, and the third session covers costing and monitoring procedures. Time schedules, information handouts, and related forms are included with the guidelines for each training session. A two-volume curriculum manual (ED 147 486 and CE 018 169) and an administrator's manual (ED 147 485) accompany this document. A project report is also available (ED 150 452). (BM)

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ED162163

WORK-ED

(World of Related Knowledge and Educational Development)

A Manual for Trainers

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Director

May 1978

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WORK-ED

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The WORK-Ed program was developed through the cooperative efforts of the project staff, and the staff of the Office of Program Development, Division of Research, Planning and Evaluation/Field Services, the Department of Education, State of New Jersey, with funding from Elementary and Secondary Education Act, Title III, between 1974 and 1976.

In September 1975, the WORK-ED program was validated as successful, cost-effective, and exportable by the standards and guidelines of the United States Office of Education. As a result the program is now funded through ESEA, Title III-IVC as a demonstration site to provide dissemination materials and services to interested educators.

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INTRODUCTION

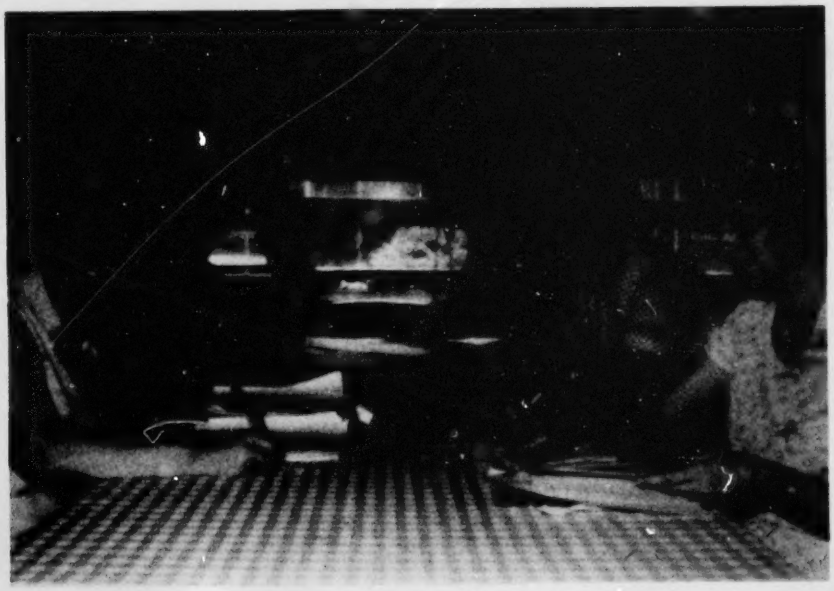
The purpose of this manual is to assist all trainers from Local Education Associations as well as State Department personnel to train teachers in the implementation of WORK-ED.

All trainers should familiarize themselves with all the project materials; Project Description, Technical Brief, Administration Manual, Curriculum Manual I and Manual II and the Parent's Guide before training other professionals. It is strongly suggested that the trainer be one who has participated in the program or who has viewed the project at the Dissemination District or at an adopter site.

WORK-ED is a guidance based program incorporating basic skills, human values as well as career awareness. These components are consistent when viewed in the light of the definition of Dr. Ken Hoyt, U.S. Commissioner of Career Education, "Career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living." In essence, career education is a concept which WORK-ED attempts to implement in a classroom/community setting, in a manner tying it all together.

With this definition in mind, the necessity to involve parents and the business community is crucial to the program's success. Although the program is school based, the students must have frequent contact with and reinforcement from the "real" world for the program to have significance for them. If the student is frequently exposed to reality, the teacher will not be teaching in a vacuum.

Aside from the objectives and strategies described in this manual, the trainer must be aware of and convey to the participants of the workshops the concept of career education. Without keeping the basic concept in mind, there is danger that these individuals may become trapped within their own course objectives and cease to reinforce the overall goal for career education.



TRAINING SESSION I

PREPARATION

FORMAT

The workshop outline, handout #1 is provided as a guide for the trainer and for the participants. The trainer may delete sections that pertain only to his/her information but the basic format should be given to the participants at the beginning of the session; groups are more comfortable if they are given an indication of the planned activities, time lines and what is expected of them.

It is essential that the trainer communicate with the individual who will be responsible for implementing WORK-ED within the school district *before* the training session to ascertain what courses of study these trainees will teach and to assess their basic attitude toward adoption of the program. If some of the participants are negative towards the program the trainer would then spend more time on the basic rationale of the program before he/she proceeds to the actual implementation area.

PLACE

The workshop should be held in an open area that is as comfortable as possible. Individual tables and chairs for the participants would suffice. An informal atmosphere is more conducive to training, especially during the values exercises when participants break into small groups.

MATERIALS

WORK-ED materials: Curriculum Manual I or II for each teacher, whichever is applicable to his/her course of study, a Tech Brief, Project Description, handouts 1 through 11, and Administrator's Guide for Coordinator and School Administrator responsible for the program, paper and pencils, Du Kane Projector, Screen, WORK-ED Filmstrip and Crites Career Maturity Inventory.

POPULATION

A group of 12 to 18 participants is ideal. If more than 18 participants comprise a group, it is advisable to have two trainers. This is especially necessary when the groups are separated into Communications and Careers groups.

9:00

Introduction to the Program-Handout #1

At this time the trainer should give a brief overview of Career Education, show WORK-ED filmstri and illustrate how WORK-ED fits into the concept of Career Education.

Pass out handouts #2-5 and give participants time to read these handouts, and answer general questions, distribute the manuals and introduce format and content. All courses of study have individual objectives, activities, time lines and evaluation design. At this time it should be pointed out that the time lines may be varied depending upon the implementation design of the school district, but that the other elements should be adhered to in order to achieve the program goals. Stress that many teaching styles may be utilized and the activities within each course may be varied according to teacher judgment.

HANDOUT #1

OUTLINE OF
WORK-ED TRAINING SESSIONS

TIME LINE

The following training sessions could be presented to adopter districts on a Friday afternoon and evening and the following Saturday or could take place on any two consecutive days.

This continuity is preferable for workshops with adopter districts rather than a fragmented time line.

If the adopter district chooses to train in Hackettstown on days when school is in session, provisions would be made for them to observe WORK-ED classes; however, this is not essential to the training session.

PARTICIPANTS

Adopter Districts Must Send the Following Persons to the 2 Day Training Session:

1) Administrator—Building principal or administrator who will be responsible for monitoring the program (2nd session only)

2) Coordinator—Guidance Counselor

3) Teachers—involved in teaching WORK-ED

4) Curriculum Coordinator or schedule maker (2nd session only)

5) Board member—optional

Training Program for WORK-ED

SESSION I

8:30 - Registration and coffee.

9:00
Overview of Career Education
Introduction to WORK-ED
WORK-ED film - Overview
Outline of workshop handouts and general questions
Distribution of Teacher Manuals and introduction to format and content

10:00
Values Clarification
Rationale for its use in the program and its application to careers

Values Exercise

a) I.A.L.A.C.
b) "Who Lives, Who Dies" (group is split into Triads)
Rationale of group choices-
Purpose - The need for many varied skills in a new society

12:00 - Lunch

1:00
Reiteration of WORK-ED Goals and its relation to values exercises - (Correlation of Values & Career Choice)

1:15
Community Involvement
a) Community survey (parents of 9th graders)
b) Formation of Advisory Council
c) Guest Speakers
d) Field Trips

Teacher input - Each teacher suggests a member for Council and gives rationale.

2:00 - Tasks of Staff

Administrator -	Support of Program and staff
Coordinator -	Scheduling of students Group Guidance Segment of Program Ordering of supplies Guest Speakers Field Trips Resource Person Turn Key Trainer Liaison with Administrator
Communication Teachers-	Skill proficiency
CareerTeachers -	Exposure to Careers
All Teachers -	Instrumental in securing guest speakers and planning field trips. Evaluation

2:30
Purpose of staff meetings during the year.

2:45
Questions from the audience and outline of schedule for Session II.

Time line for Session I if afternoon and evening session is preferred to a day time session.

3:00 - Coffee and registration

3:15 - Introduction

3:45 - Film

4:00 - Outline of training sessions

4:30 - Manual format and content

5:00 - Values

6:00 - Dinner

7:00 - Relation of Values to Project Goals

7:30 - Community Involvement

8:00 - Tasks of Staff

8:30 - Questions/Answers and outline of next day's activities.

SESSION II

8:30 - Coffee and brief review of Session I.

9:00
Student Evaluation
Record Keeping
Monitoring

9:30
Trainer and Communication Teachers review Curriculum Manual.

1) Goal of Communications
2) Evaluation within class
3) Evaluation pre/post test
4) Material—books, pamphlets, films
5) Techniques
6) Departmental meetings throughout the year

9:30
Group interaction of Communication Teachers regarding manual.

10:30
Trainer and Career Teachers review Curriculum Manual.

1) Goal of Careers
2) Evaluation within class
3) Pre/post testing
4) Material—books, pamphlets, films
5) Techniques
6) Meetings throughout the year

10:30
Group interaction of Career Teachers regarding manual.

11:30
Group discussion/question/answer—Wrap up
(If this session is held in Hackettstown, teachers will view classes from 1:30 to 3:00 p.m.)

12:30 - Lunch

SESSION III

P.M. Session - Coordinator and Administrator

IMPLEMENTATION

1:30
Costing and Monitoring

2:30

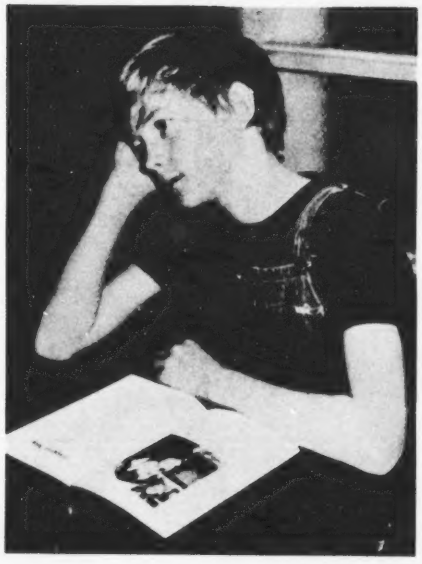
1) Scheduling Teachers
2) Scheduling Students
3) Advisory Council, selection and meetings
4) Supplies
5) Record Keeping
6) Field Trips
7) Guest Speakers
8) Public Relations
9) Turn Key Training

3:00
Evaluation

1) Crites Maturity Inventory
2) Teacher Survey
3) Student Survey
4) Community Survey
5) Collection and compilation of data
6) Data and forms to be forwarded to Director

3:30
Question/answer

The following soliloquy, by an unknown author, articulates the rationale for this program in particular and for career education in general.



THE POOR SCHOLAR'S SOLILOQUY

No, I'm not very good in school. This is my second year in the seventh grade, and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the classroom, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless you can name the book it comes out of. I have a lot of books in my room at home—books like Popular Science, Mechanical Encyclopedia, and the Sear's and Wards' catalogues—but I don't very often sit down and read them through like they make us do in school. I use my books when I want to find something out like whenever Mom buys something second hand I look it up in Sear's and Wards' first and tell her if she's getting stung or not. I can use the index in a hurry.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course, I knew some of them like Washington, and Jefferson, and Lincoln, but there must have been thirty altogether, and I never did get them straight.

I'm not too sorry though, because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking seventh grade over, but our teacher this year isn't so interested in the names of Presidents. She has us trying to learn the names of all the great American Inventors.

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how the Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she didn't see what a Diesel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tear a big Diesel truck down. Boy, does he know his stuff!

I'm not good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about 200 miles, and we brought almost 10 ton of stock to the Chicago market.

He had told me where we were going, and I had to figure out the highways to take and also the mileage. We didn't do anything but drive and turn where I told him to turn south or southwest or some other direction. We made seven stops and drove over 500 miles round trip. I'm figuring now what his oil cost, and also the wear and tear of the truck, (he calls it depreciation), so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said, . . . all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

> "If a 57 foot telephone pole falls across a cement highway so that 17-3/5 feet extend from one side and 14-9/17 feet from the other, how wide is the highway?"

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I don't get very good grades. All of us kids made a broom holder and a book end this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner, and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer, but the shop teacher said that meant using metal and wood both, and I'd have to work with wood first. I didn't see why but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him ten dollars.

Civics is hard for me, too! I've been staying after school trying to learn the "Articles of Confederation" for almost a week, because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the South end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist Home. I made a jungle gym from old pipe, and the guys made me Grand Mongul to keep the playground going.

Dad says I can quit school when I'm sixteen, and I'm sort of anxious to because there are a lot of things I want to learn to do, and as my uncle says, I'm not getting any younger.

OVERVIEW OF CAREER EDUCATION

HANDOUT #3

Career education is a comprehensive education approach, preparing citizens to live as fulfilled human beings in a predominantly technical, specialized society.

Career education should begin in grade one or earlier, and continue throughout the productive life of the individual.

The concept of developmental career education necessitates a total educational program relevant to the world of work and programmed to develop an awareness of self in the world or work.

Career education has not been conceived to replace or supplement educational programs in existence to date. The intent is to make educational subjects more meaningful and relevant to the individual.

CAREER EDUCATION=LIFE EDUCATION

1. Appreciation and Attitudes: The student develops appropriate feelings toward self and others.
2. Self Awareness: The student knows himself/herself and develops a personal value system.
3. Decision Making: The student is able to use information in determining alternatives and reaching decisions.
4. Educational Awareness: The student perceives the relationship between education and life roles.
5. Career Awareness: The student acquires knowledge of the wide range of careers.
6. Economic Awareness: The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.
7. Beginning Competency: The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.
8. Employability Skills: The student develops social and communications skills appropriate to career placement and adjustment.

ELEMENT OUTCOMES OF CAREER EDUCATION

HANDOUT #4

1. Career Identity-personalized future role or roles within the world of work; options remain open for the individual to move among occupations.
2. Self-Identity - know oneself; consistent value system; ability to make decisions according to individual values.
3. Self-Social Fulfillment - active, satisfying work role; responsibility beyond self to civic and individual needs.
4. Career Decisions - career directions; plans for career development uses information rather than fantasy to reach decisions.
5. Economic Understanding - solves personal and social problems of economic environment; relates values to compensation, security growth, and related measures.
6. Employment Skills - competence in performance of job-related tasks; varies with learner from unsophisticated to very sophisticated skills.
7. Career Placement - employed in line with career development plan; affective behavior such as attitudes, coping, self-discipline, integrity are parallel attributes to specific skill or skills.
8. Educational Identity - ability to select educational avenues to develop career plans; decision-making on post secondary options, including immediate work, or further education, or both. Awareness of in-and-out options for continuing education through adulthood.

OVERVIEW OF WORK-ED

HANDOUT #5

The WORK-ED program is a career-education course of study for 9th graders designed to achieve the following goal: "Ninth grade students, who have not chosen the traditional college prep high school course, will make tentative career choices based on occupational information and ability to select goals."

To attain this goal the program is divided into two major components: an area of basic skills in *Communications* and an area of information and experience in *Career Clusters*.

The Communications area emphasizes *skill proficiency* in teaching communications skills necessary to survive and to succeed in the world of work. The students may spend one marking period (one quarter of the year) with each of four English teachers to cover all aspects of communications with emphasis upon four: human values, reading, oral skills, and writing skills for practical communications. All four areas are covered in each unit, but each unit emphasizes a particular area. All six Communication courses may be utilized for diversity or to service a larger student body.

The 7 objectives of Communication are:

1. To develop in the student an awareness of his values, interests, aptitudes, abilities, and personality, and how they will pertain to his career choice.
2. To impart the essentials of traditional grammar and composition so that the student becomes a writer competent in the use of acceptable language forms.
3. To develop a sense of organization so that the student is able to plan and write paragraphs and reports, resumes, and job descriptions.
4. To impart the skills of research so that the student is able to locate information, paraphrase the material and organize it into an acceptable career paper.
5. To develop an awareness to the fact that reading and research can contribute to career success through investigation of alternatives of career choice, finding out about the obligations of individual and productive involvement in the total work force, determining the requisites of occupations and opportunities to prepare for gainful employment.
6. To develop oral skills so that the student may express himself articulately and enter into interview situations without fear and with a degree of assurance.
7. To develop listening skills through the extensive use of the community and whole school as a learning laboratory and the classroom as a podium for the resource process.

The second component of the course stresses *exposure* to eight to twelve separate Career Clusters taught by industrial arts and classroom teachers whose purpose is to make students aware of the varied careers available to them in each area. The more exposure the student experiences, the wider his career choices will be. In small groups to encourage individualization, the 9th graders are cycled through eight Career Clusters for 15 to 22 school days each: Agriculture or Environmental Science, Business, Career Guidance, Carpentry, Consumer Careers, Drafting, Graphic Arts, Graphic Technology, Health Careers, Home Economics, Math and Music.

In Career Guidance, the students are made aware of their own interests, abilities and future goals, through testing, group and individual counseling, and career research. In the other Career Clusters where exposure rather than proficiency in any one career area is stressed, activities cover a wide range: the students learn of the many careers in each Cluster, receive hands-on experience, go on field trips to various community industrial sites, visit area technical schools available for them to attend part-time or full-time during their high school and post high school years, view career films, and interact with community guest speakers from all Career Clusters. The goal is to make the student aware of the many careers available to him in the particular Career Cluster. The hands-on approach provides the student with actual experience in this area thus enabling him to decide more knowledgeably whether or not to pursue a given career.

The 8 objectives of Careers are:

1. The student will be able to identify correctly proper job attitudes in each occupational cluster.
2. The student will be able to select correct answers pertaining to educational requirements for various occupations.
3. The student will be able to recognize his own capabilities, interests, and aptitudes in a wide variety of occupational situations.
4. The student will be able to understand the basic process of production, processing and distribution in the American work economy.
5. The student will have a knowledge of the personal responsibility involved in making career decisions.
6. The student will be able to fill out a job application correctly and participate in a job interview.
7. The student will understand the importance of appearance, attendance, and safety in the world of work.
8. The student will be able to develop a list of community resources necessary to secure employment (newspaper, N.J. Employment Offices, Personnel Offices, etc.)

Each unit of study is presented in the teachers manual and conforms to the goals of the program. Each unit is a complete course of study and includes: individual objectives, the activities designed to accomplish them with the necessary time lines, and an evaluation design consisting of a pre/post test. The administrator responsible for the program and the coordinator of the program should familiarize themselves with both the format and the content of the "WORK-ED Curriculum Manual for Teachers I and II" as well as the "Administrator's Manual."

Since both administrator and coordinator are ultimately responsible for the program's success, they can be guided by this Administrator's Manual. It details for them all information and strategies necessary to implement WORK-ED in a school district, from preliminary requirements to final evaluation; in short, it outlines those steps necessary to insure a smooth-running and successful program.

The manuals are the result of two years of project development and provide a comprehensive blueprint for implementation. It is hoped they will facilitate success and avoid the errors which occurred in the developmental stages of WORK-ED. The curriculum manuals are the *product*, and the administrator's manual is the *process* by which successful implementation will take place.

All ninth graders need to receive extensive exposure to occupations and to make tentative career plans before they progress further in their high school careers. WORK-ED resulted from the recognized need in Hackettstown, N.J.

What is the purpose of a high school diploma? Many high school graduates enter the work force while others enter a four year college. Over half of those who enroll in a four year program, do not graduate. Many of those who do receive a degree do not find employment in the field for which they were trained. Some of those who wish to enter the work force after high school may not find employment; those who do find a job may not find it satisfying. Needless to say, those who terminate their education before high school graduation are even more apt to fill the ranks of the unemployed.

According to 1977 statistics from the U.S. Department of Labor, 83% of the jobs that will be available within the next 10 years will not require a four year college education, but will demand some specialized education and training. Some of this education and training can actually be acquired in high school, but all of it must be prepared for, to some extent, during the high school years. Although these careers will mostly require only one or two years of post high school education, yet the criteria for entrance into these institutions will depend upon the student's course selection and achievement during his high school years.

Despite the present wide spread unemployment throughout the United States, a high percentage of jobs is unfilled because of the lack of qualified personnel. Many of the unemployed with the natural ability to fill these positions lack the specialized training. This problem has been addressed to some extent by federal programs, such as C.E.T.A. (Comprehensive Educational Training Act), which retrain unemployed individuals for employment in needed fields. Millions of dollars are expended yearly for this type of remediation.

Educators are blamed by the taxpayer for not preparing youth for the real world of work. Although we cannot cure all of the ills of the world, we can take some positive and preventive measures in redirecting educational experiences of our students so that they will be better prepared for the future.

Goals, Objectives and Strategies

The original goal of the WORK-ED program was "Ninth grade students, who have not chosen the traditional college prep high school course, will make career choices based on occupational information and ability to select goals." This goal addressed, but in no way limited the program to, the non-college bound students, because they had the greatest need. Within this group were students who had experienced academic, behavioral and attendance problems in elementary school. Following its success with these students, the program was extended effectively to other ninth graders.

The program is applicable to all geographic areas, rural, suburban and urban, since all students eventually become part of the adult work force.

The major components of the program are designed for *all* Students. Flexibility within the program as a whole and within each course of study renders it adaptable to diverse target populations which vary in ability and geographic location.

The goal of the career clusters is *exposure* to careers. The hands-on aspect in each cluster gives the student actual experience in a particular field, thus enhancing his ability to decide whether he will reject or further explore the area. The program *is not* designed to teach expertise in any one area.

The goal of the communication courses is the acquisition of skill proficiency by all students, according to their capability, thus enabling them to enter and succeed in the world of work. This pragmatic curriculum uses job interview techniques, employment applications, resume writing, want-ads, reading for the purpose of career research and the like, to provide each student with the skills necessary for all employment and career situations.

The values clarification aspect in the communications course is designed to make the student aware of who he is and what his individual goals are, so that he may choose a suitable career to reach his goals.

Career Guidance concentrates more on the student's individual interests and abilities. Through testing, group and individual counseling, the student can evaluate himself, with the assistance of the counselor, in order to choose a realistic career goal. The student may discover through values clarification that one of his major desires is to help others. In Career Guidance, he takes a closer look at this value and narrows his choice to physical, intellectual, or spiritual assistance to others. He further refines his choice to a career level that he wishes to pursue: brain surgeon, nurse, orderly.

The program emphasizes that students make a *tentative* career choice and not *lock* themselves into one career at an early age. It thus encourages students to be flexible; to have an open mind; to realize the wisdom of re-evaluating their choices at age 15 rather than at age 50. They become sufficiently knowledgeable by 10th grade to understand that if their career goals change radically, so must their high school preparation.

An important component of the program is *the positive approach for all staff*, which must be reinforced by the administrator and the coordinator through monitoring and staff meetings. The student with a negative attitude about himself needs encouragement far more than the gifted student whose horizons are broad. The rationale of the program is that each person can be fulfilled and find job satisfaction, but needs a plan based upon knowledge of self and knowledge of societal needs. Each student needs help to achieve this end.

VALUES CLARIFICATION

10:00

Before starting the first values exercise the trainer should briefly indicate the need for values exercises in the program. These exercises are utilized to assist the students in finding out "Who they are" before they decide "where they are going." Students are confronted by many more choices than in previous generations; they have many alternatives which have made the act of choosing infinitely more difficult. The student must be aware of his own values before he starts to think about a career. Values Clarification exercises help to make the student aware of what is important to him; morey, leisure time, helping others, being with people, working alone, etc. When he becomes more aware of his values which will dictate his lifestyle he will be better able to choose a career that will be consistent with this lifestyle. Of course the factors of ability and levels of education are vital to this decision but self knowledge of one's values is primary to all future decisions. It should be stressed that there is no right or wrong answer in values exercises, it is not moralistic in nature but rather a technique to achieve self-awareness, the first step in choosing a career.

VALUES EXERCISES

A. I.A.L.A.C. (I Am Loveable & Capable)

The trainer wears an 8" x 11" piece of paper with the letters I.A.L.A.C. printed on it.

He/she pretends that he/she is a teenager on a bad day. As this teenager is called to get up in the morning by his mother she states that she wishes that he were more like his older brother instead of a lazy good for nothing fellow. At this point, the trainer reciting this happening rips a piece of the I.A.L.A.C. sign off.

The negative episodes of the day proceed through breakfast with siblings and parents, interaction with friends, teachers, school administrators, etc. At each negative encounter the trainer rips a piece of the I.A.L.A.C. sign off until nothing remains of the sign which is representative of the young person's self-concept.

The process is then reversed as the day is repeated and the teenager receives positive reinforcement from those individuals with whom he interacts during the day.

The object of this exercise is to stress positive reinforcement of students since the basis of success is a positive attitude towards self. Since the participants may be working with students with a poor self-image, it is important that this image be made positive to break the chain of negativism. If the student can realistically view a career area where he can achieve success, his motivation and behavior can change to achieve his goals. The Values Clarification exercises utilized within WORK-ED serve to let the student become more self aware and to view himself as a worthwhile individual.

In addition to the values exercises in the manuals, the communication teachers utilizing these exercises should secure a paperback copy of "Values Clarification" by Simon, Howe & Kirschenbaum for $3.95 so that they may diversify their activities.

B. "Who Lives, Who Dies" (Group is split into triads)

The Fall-Out Shelter Problem

Purpose

This is a simulated problem-solving exercise. It raises a host of values issues which the participants must attempt to work through in a rational manner. It is often a very dramatic example of how our values differ; how hard it is to objectively determine the "best" values; and how we often have trouble listening to people whose beliefs are different from our own. The exercise stresses the need for diversified abilities, careers in the new world as well as being a basic exercise in values.

The workshop is divided into triads who then sit together. The trainer explains the situation to the groups.

"Your group are members of a department in Washington, D.C. that is in charge of experimental stations in the far outposts of civilization. Suddenly the Third World War breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever fallout shelters are available. You receive a desperate call from one of your experimental stations, asking for help.

It seems there are ten people but there is only enough space, air, food, and water in their fall-out shelter for six people for a period of three months—which is how long they estimate they can safely stay down there. They realize that if they have to decide among themselves which six should go into the shelter, they are likely to become irrational and begin fighting. They have decided to call your department, their superiors, and leave the decision to you. They will abide by your decision.

But each of you has to quickly get ready to head down to your own fall-out shelter. So all you have time for is to get superficial descriptions of the ten people. You have half-an-hour to make your decision. Then you will have to go to your own shelter.

So, as a group you now have a half-hour to decide which four of the ten will have to be eliminated from the shelter. Before you begin, I want to impress upon you two important considerations. It is entirely possible that the six people you choose to stay in the shelter might be the only six people left to start the human race over again. This choice is, therefore, very important. Do not allow yourself to be swayed by pressure from the others in your group. Try to make the best choices possible. On the other hand, if you do not make a choice in a half-hour, then you are, in fact, choosing to let the ten people fight it out among themselves, with the possibility that more than four might perish. You have exactly one half-hour. Here is all you know about the ten people:

1. High school teacher of English, 30 years old.
2. His wife; 6 months pregnant
3. Minority militant; second year medical student
4. Famous historian-author; 42 years old.
5. Construction worker knowledgeable of all phases of building.
6. Bio-chemist.
7. 50 year old clergyman.
8. Woman lawyer, 38 years old.
9. Hollywood starlet; singer-dancer.
10. Policeman with gun (they cannot be separated)."

The trainer posts or distributes copies of this list, and the participants begin. The trainer gives 15, 10, 5 and 1-minute warnings and then stops the groups exactly after a half-hour.

Each group can then share its selections with the other groups and perhaps argue a bit more, if there is time. Then the trainer asks the participants to try to disregard the content of the activity and to examine the process and the values implications. He asks questions like: How well did you listen to the others in your group? Did you allow yourself to be pressured into changing your mind? Were you so stubborn that the group couldn't reach a decision? Did you feel you had the right answer? What do your own selections say to you about your values? What skills are needed in the future world? These questions may be thought about or written about privately, or they may be discussed in the small groups or by all participants.

Lunch 12 to 1

1:00
Reiteration of WORK-ED Goals and its relation to values exercises-(Correlation of Values & Career Choice.)

COMMUNITY INVOLVEMENT

1:15
a) Community Survey (parents of 9th graders)

HANDOUT #6

Community Survey

1. Do you feel that every student should have the opportunity to analyze pertinent data about himself and about potential occupational fields?
   ( ) Yes ( ) No
2. Many "tools" for career guidance are available today. Some of these are available in our own district; but there is a feeling that they are not given maximum use because there is no carefully thought-out plan for their use. Do you agree?
   ( ) Yes ( ) No
3. Do you feel that the career guidance needs of this district's students are being met?
   ( ) Exceptionally well ( ) Fairly Well ( ) Presently Unsatisfactory
4. Do you think that a student's high school program should be based in part upon his career goal?
   ( ) Yes ( ) No
5. Rank the following career guidance activities (1, 2, 3, etc.) according to how effective you think they would be:

   _____a. Do assigned library reading on whatever career field interests the student.
   _____b. Listen to a record about a particular occupation.
   _____c. Interview a person who is working in the field of interest at his place of work.
   _____d. Try out an occupation through exploratory (non-paid) work experience.
   _____e. Taking and reviewing the results of aptitude tests.
   _____f. Taking and reviewing the results of interest tests.
   _____g. Having available pamphlets on a variety of occupations.
   _____h. Guest Speakers from various occupations.
   _____i. Exposure to careers by the classroom teacher.
6. At what grade in school should a student become involved in a structured program of career guidance? _____
7. Do you feel that the most effective of these should be incorporated into a plan in which every student would have an opportunity to be exposed to them?
8. Please describe what you feel should be the objective of career guidance.
9. Please make any other comments which will help in the planning for an improved program of career guidance for this district.

HANDOUT #7

The following format is helpful to speakers and students alike and is given to participants at this time:

1. What is the name of this position?
2. What education, training, abilities are needed for this position?
3. What is the average salary for this position?
4. Are there many positions open in this area?
5. What are the advantages of this position?
6. What are the disadvantages of this position?
7. What type of working conditions are to be expected in this position?
8. What are the basic duties of this type of position?
9. What other careers would be related to this position?
10. What are the opportunities for advancement in this position?

Hand out this survey to participants and stress the need for parent support of the program, as guest speakers, sources of field trips, chaperones and for positive reinforcement of their own child.

b) The necessity for the formation of an Advisory Council as a community resource for guest speakers, field trips and a basic liaison between school and work is stressed.

The trainer must emphasize the necessity of frequently utilizing guest speakers from many areas so that students can receive a realistic view of each career as opposed to a glamorized version of that career.

Teacher Input

Each participant should suggest a member for the Advisory Council and give a rationale for his/her choice. In this manner the need for diversification within the council can be viewed by the participants. The council should be reflective of the community and the program.

A sample council might include representatives from the business community, labor, health care, government, religious community, board of education; the particular community will determine the content of the council.

Some of the individuals suggested at this time will probably form the nucleus of the council.

TASKS OF STAFF

2:00

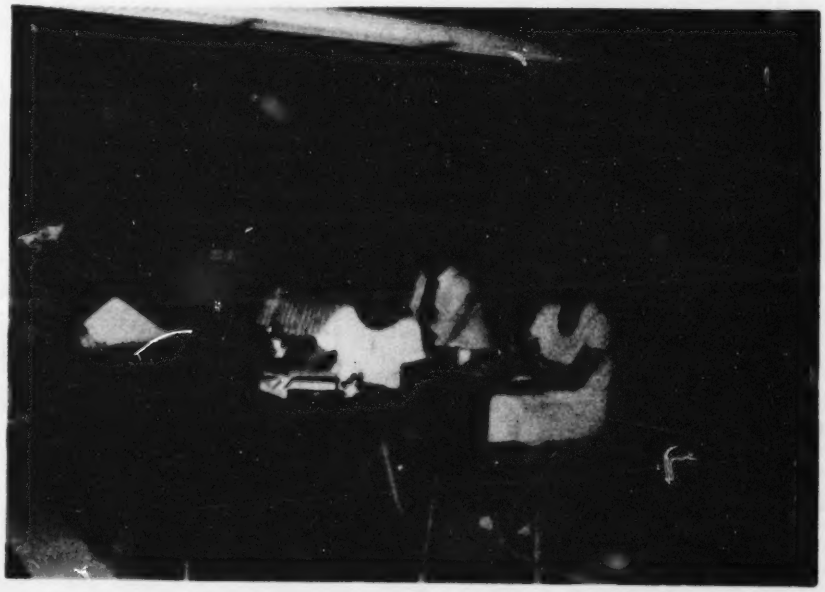
It is important for the trainer to define the specific tasks of those involved in the program. Although each person is working toward the common program goal, each has individual tasks and responsibilities.

Administrator

The administrator, who may be the superintendent, principal or vice-principal is the individual who supplies support to the program and may be the liaison to the local board of education. However, this person will probably have many other administrative duties and will not have time to implement and oversee the specifics of the program. The individual that the teachers will look to for implementation and supervision will be the Project Coordinator who will report directly to the administrator.

Coordinator

The trainer should be very specific about the job description of the Coordinator who will act as a department chairperson for the program. Since this individual will probably be part of the school staff and not formally in an administrative position it is crucial that their responsibilities be detailed to the entire group. It is sometime a difficult position for the new Coordinator, and the trainer as a person outside of the district can be instrumental in developing



the proper guidelines and support for this person to coordinate the program. If this individual is selected according to the guidelines of the "WORK-ED Manual for Administrators," it is presumed that the Coordinator would be a guidance counselor. If this individual is not a guidance person, the teaching of the "Group Guidance" segment should be deleted from his/her job description but the Coordinator should teach some course of study in the program. By actively participating in WORK-ED, the Coordinator can be in touch with and empathic to any problems that the other teachers may be experiencing.

Turn Key Trainer

It is the Coordinator who will train future teachers in the program.

The trainer should be aware that these guidelines are not meant to be restrictive but rather guidelines only which may be changed to some degree by the administrator to suit the needs of the district. The purpose of the Coordinator's job description is to assure centralization and organization. The purpose of relating the parameters of this job description to the group is to insure staff communication and to clearly establish the role of the program Coordinator.

Scheduling of Students

The initial scheduling as well as addition or deletion of students is the responsibility of the Coordinator. Since all teachers will have each student in class for some time during the year, the purpose of coordinating student assignment is to *centralize* this function as well as all things pertaining to the project under the direction of one person.

Ordering of Supplies

Funds for supplies should be divided equitably but dependent upon need among the teachers. It is the Coordinator who will order the supplies that the teachers request and retain all records. By centralizing this function duplication of materials can be avoided and budgeting can be facilitated.

Guest Speakers—Field Trips—Resource Room

All teachers in the program should be involved in suggesting guest speakers and planning both large group and small group field trips. However, it is the Coordinator who will plan the dates of these events, act as the contact person and ultimately be responsible for permission slips, student transportation and student supervision. It will frequently be the Coordinator who will accompany the classroom teacher on a small group (12-25 students) field trip as well as larger trips where more teachers and students are involved.

Public Relations

Newspaper articles to secure community involvement as well as reporting activities within the program shall be the duty of the "WORK-ED" Coordinator. Addressing Parent-Teacher organizations as well as other community organizations to inform as well as to generate involvement shall also be the perogative of the Coordinator. Other professionals in the program may assist the Coordinator in this task or act in his/her place when necessary.

Administrative Liaison—Record Keeping

All records pertaining to the program; purchase orders, budget, guest speakers, films, meetings, field trips and program evaluation must be kept by the program Coordinator. Since this individual will be responsible for all program records, he/she will be the individual who will report to the administrator on the progress of the program. In this manner the administrator can receive a clear picture of the progress and communicate it to his/her superiors and the local board of education as well as assist the Coordinator in any problems that he/she may encounter.

2:30—Teacher Meetings

It is the Coordinator who will schedule meetings of those involved in WORK-ED. Monthly meetings are desirable since communication and interaction of staff is crucial to the success of the program. More frequent meetings may be necessary at the beginning of the program so that initial problems may be corrected before they become ingrained. The time of these meetings will vary depending upon the constructs of individual districts.

Teacher observation is best done by the Coordinator providing that he/she is certified to perform this duty. The trainer should stress the purpose of observation is not to be judgmental of teaching expertise but rather it is to assist teachers in the program and to insure program implementation and cohesiveness. If the Coordinator is not certified in this area, observation would then be the duty of the administrator in charge of the program.

Communication Teachers - Skill Proficiency

Career Teachers - Exposure to Careers

Teacher rolls and tasks in the program are briefly touched on at this time; the trainer should indicate that this will be discussed in detail in the following session:

2:45-3:15
Trainer answers questions from the participants which pertain to that day's workshop.

TRAINING SESSION II

8:30
Trainer briefly reviews the contents of the previous session.

STUDENT EVALUATION & RECORD KEEPING

9:00
The necessity of evaluating students by a pre/post test and forwarding this data to the Coordinator is stressed at this time. All teachers should be made aware of the purpose of testing and data retention. The overall results of student progress is an important indicator of a successful program. The Coordinator must receive, record and retain this information for the dissemination district, who in return will analyze this data and give the adopter district the statistical results.

The purpose of yearly monitoring of an adopter district by the dissemination district, should be explained to the participants. Since the purpose of monitoring is to assist the adopter and to prevent problems from becoming ingrained, this should not be viewed as a threatening process to them.

At this time the Crites Career Maturity Inventory should be introduced to the trainees. Since this is the major evaluation instrument, the trainer may wish to pass out copies of the inventory so that the teachers may familiarize themselves with it. The trainer should point out the 6 separate sections of this test and indicate the career maturation process that it is attempting to measure.

All students in the program are pre-tested with this instrument in September and post-tested in May. The overall results of this test, the individual class tests, plus the Communications test is the hard data of evaluation.

The results of the student and teacher surveys are supportive date (see handouts #8-9).

Curriculum Manual

9:30
At this point in time all participants have had some opportunity to view the curriculum manual.

Before the participants become involved in specific questions regarding the course descriptions, the trainer should give an overview of these courses of study; those aspects which are common to all areas, objectives, strategies, evaluation.

If only one trainer is involved in the workshop, he/she may ask the Career teachers to interact while the trainer spends time with the Communication group. If the group has had time previously to interact in this manner, pass out handout #10, "Self-Inventory Worksheet." Indicate to the participants that this instrument should be used with their students. It has been utilized in the Career Guidance segment of the program. When each participant has finished his/her inventory it is valuable to share it with another participant for the purpose of feedback.

STUDENT, TEACHER, COUNSELOR EVALUATION

EVALUATION SHEET WORK-ED STUDENT SURVEY

HANDOUT #8

1. Did you have any future career plans when you were in eighth grade?
2. Do you have any future career plans at this time?
3. Do you like Communications and Careers?
4. Has Communications and Careers helped you to decide upon a future career cluster or career?
5. Do you know more about careers and the world of work than you did when you were in eighth grade?
6. Have your career plans changed since the eighth grade?
7. Has Communications and Careers had any influence on your career plans?
8. Would you advise a friend to take Communications and Careers?
9. What was most valuable to you in Communications and Careers?
10. What changes do you feel should be made in Communications and Careers?

WORK-ED TEACHER & COUNSELOR QUESTIONNAIRE

HANDOUT #9

ATTITUDE

1. As a result of Work-Ed do you think your students are actively participating in the process of making a career choice?
2. As a result of Work-Ed do you think your students have developed more positive attitudes towards work and the values they place upon work?
3. As a result of Work-Ed do you think that your students have developed more independence in decision making towards the choice of an occupation?
4. As a result of Work-Ed do you think that your students have developed a preference for career choice factors in choosing an occupation? Do they consider interest and potential rather than chance or training in the career choice?
5. As a result of Work-Ed do you think that your students have developed more accurate conceptions about making a career choice?

COMPETENCE

6. As a result of Work-Ed do you think that your students are more competent in their self appraisal regarding their career choices?
7. As a result of Work-Ed do you think that your students have gained more occupational information?
8. As a result of Work-Ed do you think that your students are better able to select a career goal?
9. As a result of Work-Ed do you think that your students are better able to plan for their future career?
10. As a result of Work-Ed do you think that your students are better equipped to solve the problems of career selection?

HANDOUT #10

SELF INVENTORY WORKSHEET

My Name: _____

I. Building a Resource Data Bank

A. What successes have I had in my life?
Major Minor

B. What accomplishments have I had in my life? (I could have accomplished something without feeling successful.)
Major Minor

C. What are some of my hobbies and skills?

D. What are my goals?
Personal life goals: Career life goals:

E. What are some of my limitations?
Personal life goals: Career life goals:

F. What support systems do I have for helping myself achieve my desires/goals? (What inner strengths do I possess? What person or group can I rely on for help?)

II. Developing a Healthy Self Concept

A. Do I feel good about myself?
____ Yes ____ No

B. What person do I admire?
Why?

C. What do I admire about myself?
Why?

D. What are 5 strengths I possess and value?
1.
2.
3.
4.
5.

E. What are 2 weaknesses of mine?
1.
2.

F. Have I ever experienced failure? If yes, when?

G. Am I glad that I experienced failure? Why? Why not?

H. In what ways do I contribute something of myself to others?

I. Is there anything about myself that I want to change? If yes, what is it? If no, why not?

J. Will I take steps to change it?
____ Yes ____ No

K. What steps will I take to change this trait?

III. Accepting Responsibility for Planning my Career.

A. What am I doing today? What primary role do I fulfill?

B. What do I want to be doing 2 years from now? What primary role do I want to fulfill?

C. What do I want to be doing 10 years from now? What type of job do I want?

IV. Developing Employable Skills.
(Code: Number 1=poor; Number 2=fair; Number 3=very good; Number 4=excellent.)

A. Ability to socialize with people:
My own age 1 2 3 4 Younger than I 1 2 3 4 Older than I 1 2 3 4

B. Ability to solve a problem:
Personal problems 1 2 3 4 Work-oriented problems 1 2 3 4

C. Ability to make a decision: 1 2 3 4 Ability to be sensitive toward people. 1 2 3 4

D. Ability to give feedback. 1 2 3 4 Ability to receive feedback. 1 2 3 4

E. Ability to commit myself to a group. 1 2 3 4 Ability to say "no" when the situation demands it. 1 2 3 4

F. Ability to be honest with my co-workers. 1 2 3 4 Ability to complete a job. 1 2 3 4

V. Enjoy Leisure Activities.

A. I will name 5 activities that I like to do in my "spare time."
1. 4.
2. 5.
3.

B. I'd like to learn how to

C. What is keeping me from learning this activity now?

D. When I picture myself at age 65, which one of my leisure activities will I enjoy the most?

E. How will I contribute my talents and other resources to my community when I am retired?

COMMUNICATION TEACHERS

1) The teacher of English has always taught basic skills. In WORK-ED the thrust is the same but the methods are more relevant to the student. Writing a resume, filling out a job application, simulating a job interview or reading about a particular career is more stimulating than dealing with basic skills in an abstract manner.

2) Student evaluation is an ongoing process. The classroom teacher computes a grade for the student which is based upon daily participation, quizzes, as well as specific evaluative instruments to assess student growth. The teachers of Communications will have groups of students for twice the amount of time as those teachers in the Career area therefore the Communication grade is equal in weight to the two career classes that the student participates in during the same time slot.

3) The Communication pre/post test is administered during September and May. The purpose of this test is to assess the progress of the group rather than the growth of individual students. Distribute this test to Teachers (handout #11).

4) In each Communication course described in the Curriculum Manual materials are listed, some of which are necessary to achieve the course and the program goals while others may be replaced with similar or updated material.

5) The trainer should stress the fact that although WORK-Ed and each course of study within the program has a definite structure, various teaching techniques may be utilized to achieve the desired results. Teachers should be encouraged to vary their techniques and be innovative. Each course of study is a blueprint with room for variation.

6) The value of frequent Communication meetings should be indicated to the participants. Program cohesiveness can be achieved by frequent teacher communication. Without this departmental communication there is danger of overlapping and duplication.

   At this time the trainer should allow time for questions from the Communications Teachers regarding the courses of study that they will be teaching.

10:30

At this time the trainer works with the Careers Teachers while the Communications Teachers interact or work on Handout #10.

CAREER TEACHERS

1) The goal of the Career classes is increased career awareness on the part of the students. Frequently, it is difficult for teachers to become involved in career awareness when they have been accustomed to teaching specific skills. Rather than teaching skills, the hands-on aspect of Careers is utilized to *acquaint* the student with a career or a career cluster. Since the students spend a short time only in these areas, the teacher's thrust must be to touch on as many careers as possible that would be related to his/her particular cluster.

   The trainer may point out the fact that through this awareness training the student will be better equipped to choose courses the following year. In this manner, the students who enroll in individual classes the following year will be more likely to perservere in this area because of his realistic perception of this course of study. Hence, the teacher will have more motivated students and thus eliminate the enrollment of those who were unaware of the demands and parameters of the course of study.

2) *Student Evaluation* should not be based upon skill proficiency but rather upon increased awareness of careers within the particular cluster as well as active participation in all class activities.

3) *The pre/post tests* in each course of study is an accurate evaluation instrument to measure student growth. The results of this measure plus the measures indicated in #2 will comprise the final grade of the student.

4) *Activities & materials* are indicated in each course of study but the classroom teacher may expand upon these resources. Field trips and guest speakers are the most valuable resources to expose students to the *real* world, therefore the teacher should utilize them as much as possible. Industry, business and labor offer a wealth of untapped resources.

5) *Techniques* should be varied in an awareness course since the students are in an exploratory situation. Lecture, trips, and speakers interspersed with hands-on activities provide a stimulating atmosphere for all students, even those who do not exhibit a natural affinity to the career cluster.

6) Meetings of career teachers throughout the year are a necessity. The sharing of ideas, techniques and resources is needed so that the program will flow smoothly. In this manner, the teachers can avoid any duplication and can coordinate various aspects of the courses that will interrelate.

   Example - Graphic technology is a natural follow-up to graphic arts.

7) *Resources* that are listed in Curriculum Manual I & II should be updated regularly. Large business and labor unions are frequently willing to supply free films, brochures and other material to schools free of charge.

WRAP-UP

11:30
At this time the trainer should open up discussion for the entire group. General and particular questions regarding the program or individual courses of study may be answered at this session.

All participants should be assured that any future questions that they may have will be answered by the project staff who will be available for consultation during the year.

If this training session is held at the dissemination site in Hackettstown or at another adoption site, the participants may view the program and relate with staff.

If the session is held at another site all participants except the program coordinator and the administrator may be dismissed at this time.

12:30 Lunch

HANDOUT #11

PRE/POST TEST-COMMUNICATIONS

1. Values are of importance through life. T F
2. The following are important factors in a career choice: interests, aptitudes, abilities, personality. T F
3. If you can get onto a habit of reading the Help Wanted sections in your local newspapers, you will learn quite a bit about the job market. T F
4. You will not need a Social Security card until you have worked for ten months. T F
5. Nicknames are preferred on application forms. T F
6. Writing a good letter is important only if you are going to work in an office. T F
7. It is important to get along with your boss, not your fellow workers. T F
8. Your net income is less than your gross income. T F
9. People form opinions of us very quickly. T F
10. People's opinions of us is greatly conditioned by our appearance and speech mannerisms. T F
11. There are few ways of changing our careers once we make a choice. T F
12. Our life style preference should be considered when choosing a career. T F

13. The main character is the:
    a. antagonist
    b. protagonist
    c. the author
14. The character presenting the conflict is:
    a. antagonist
    b. protagonist
    c. the author
15. The setting of a story means:
    a. time
    b. place
    c. time and place
    d. characters
16. The story line is called:
    a. setting
    b. plot
    c. theme
17. The highest point or turning point of the action is:
    a. conclusion
    b. climax
    c. introduction
18. The general feeling or atmosphere in a story is:
    a. setting
    b. mood
    c. action
19. A resume is required:
    a. for all jobs
    b. for part-time jobs
    c. for most professional jobs
    d. for federal workers
20. A Want-Ad that states fee paid, means:
    a. You pay 10% of your salary to the agency.
    b. The agency pays for your placement.
    c. The employer pays for your placement.
    d. You pay one week's salary.
21. On an employment application, the word marital status refers to:
    a. How many dependents you declare.
    b. Whether or not you are going in the armed services
    c. Whether or not you are married.
    d. Whether or not you are going to college.
22. "Gd/skls" means:
    a. Can you ski?
    b. You must be a good scholar.
    c. You should kow how to type and take steno well
    d. You must be religious.
23. Gal/Guy Friday refers to:
    a. A job as a messenger.
    b. A person who would perform all duties in the office.
    c. A person who works on Saturday instead of Friday.
    d. A person who prefers working with both men and women.
24. Define 10 of the following:
    a. Bilingual
    b. Dependents
    c. Clk, types
    d. W.P.M.
    e. P/T-F/T
    f. Adm. asst.
    g. Sls/Retail
    h. exp.
    i. resp./therapist
    j. Workmens Compensation
    k. Felony
    l. Social Security
    m. W4 form
    n. F.I.C.A.
    o. Union
    p. Entry level job
    q. Apprenticeship
25. You would look for employment at (names)
    a.
    b.
26. The average full-time work week is:
    a. 40 hrs.
    b. 20 hrs.
    c. 50 hrs.
    d. 30 hrs.
27. In a job interview it is important:
    a. To ask questions.
    b. To be very friendly.
    c. To be dressed neatly.
    d. To be cool.
28. In a full-time job, the average length of paid vacation is:
    a. two weeks
    b. two months
    c. one week
    d. 12 days
29. Retirement age is usually:
    a. 65
    b. 70
    c. 60
    d. 67
30. A social security card is necessary:
    a. in case you are arrested.
    b. to pay a hospital bill.
    c. in order to collect benefits for you or your dependents.
    d. in order to obtain a drivers license.

31. _____ is the idea of making plans for more than one future career. (A. Career decisions, B. Job Prospects, C. Career options).
32. When you are researching a career, four of the most important things to look up are:
    a. c.
    b. d.
33. In writing, the art of choosing words accurately and precisely is called _____ (A. Diction, B. Composition, C. Narration).
34. _____ , _____ , and _____ are three good examples of career areas which require oral communication skills.
35. A _____ professional worker is one who works closely with a professional worker. (A. Semi, B. Para, C. Non).
36. Benefits, such as paid vacations and medical insurance given in addition to salary and wages are called "_____ benefits."
37. _____ and _____ are two good examples of career areas which require good writing skills.
38. A paragraph which sticks to its topic is said to have good _____ (A. Coherence, B. Development, C. Unity).
39. _____ of the average person's lifetime is spent at or involved in work. (A. 1/2, B. 1/3, C. 1/4).
40. Without _____ you cannot accept yourself as being a person or worth. (A. a T.V., B. Money, C. Self-respect).
41. If you expect a full days pay, you must give _____ . (A. Money, B. Leisure activity, C. A full days work).
42. The first step in choosing your career is to set some lifestyle goals based on _____ . (A. Friends, B. Values, C. Family, D. Money).
43. If you are successful on your part-time job, you will have a valuable _____ from your employer when you are ready for a full-time job. (A. Recommendation, B. Locket, C. Salary).

TRAINING SESSION III

Participants
Administrator responsible for WORK-ED.
Coordinator responsible for the implementation of WORK-ED.

Program Implementation

COSTING AND MONITORING

1:30
The costing of implementation of WORK-ED will vary according to the size and needs of the school district. In the same manner the time needed for administration and coordination of the program will be dependent upon many variables most especially the size of the student population.

It is most important that the trainer assist those individuals who will be responsible for implementation.

IMPLEMENTATION STRATEGIES

2:30

1) Scheduling Teachers
2) Scheduling Students
3) Advisory Council, selection and meetings
4) Supplies
5) Record Keeping
6) Field Trips
7) Guest Speakers
8) Public Relations
9) Turn Key Training

Each of these areas are treated separately in the Manual for Administrators and should be referred to at this time.

EVALUATION

3:00-3:30

The trainer should stress again the importance of evaluation. Unless this data is compiled, the adopter district has no way of assessing the results of the program.

Since WORK-ED is a validated Title IVC Program, it is crucial that adopter records are kept and that evaluation data be returned to the dissemination district.

The following checklist should be utilized to assure that all aspects of evaluation are covered at this time:

1) Crites Maturity Inventory
2) Teacher Survey
3) Student Survey
4) Community Survey
5) Collection and compilation of all data (pre & post test from each area)
6) Data and forms to be forwarded to Director

The following adopter agreement should be completed and signed by the administrator directly responsible for the program's implementation and returned to Hackettstown, N.J. if this has not already been completed.

ADOPTER AGREEMENT

Project WORK-ED
(World of Related Knowledge and Educational Development)
Project No. 72-468, Title III—IVC, ESEA
Hackettstown High School
Warren Street, Hackettstown, NJ 07840

Director—Virginia A. Fraleigh (201) 852-1574

Producer/Consumer Agreement

Name _____ Title _____

School _____

Address _____

Phone _____

WORK-ED Agrees to:

1. Provide a two day training workshop in the essential elements of the program to a cadre of teachers and administrators (liaison persons) who will implement the Project in the consumer district.
2. Provide *WORK-ED Curriculum Manuals* to all teachers at the cost of production ($7.50 per manual).
3. Provide at least one day of follow-up consultation per year for the first three years of implementation.

Dates, Sites, and Costs of Training, and Follow-up Consultations

The dates and sites for training and follow-up consultations in New Jersey and other states must be arranged on an individual basis with each consumer district. The training and consultation services of the Project staff are provided *free of charge* to New Jersey consumer districts through ESEA, Title III-IVC funding. Travel expenses of Project staff in New Jersey are also provided through ESEA: Title III-IVC funding. Training programs in other states may be coordinated with the dissemination activities of those states' ESEA, Title III Dissemination Facilitators and/or ESEA, Title III-IVC Coordinators. *All expenses of the Project staff in states other than New Jersey must be borne by the hosts.*

The Consumer District Agrees to:

1. Implement the following components of WORK-ED. (Please check which components you wish to implement in your school district.)

Communications I	_____	Communications IV	_____
Communications II	_____	Communications V	_____
Communications III	_____	Communications VI	_____
Career Courses			
Home Economics	_____	Health Careers	_____
Agriculture/ Environmental Science	_____	Drafting	_____
Business	_____	Wood Shop	_____
Graphic Arts	_____	Career Guidance	_____
Music	_____	Graphic Technology	_____
Math	_____	Consumer Careers	_____

In order to achieve the goals of the program 4 Communications courses and at least 5 Career courses, including Career Guidance should be implemented in a school district. However, a district may choose to adopt parts of WORK-ED. Each district should evaluate its own needs and contact the WORK-ED staff in Hackettstown to determine what assistance is needed to implement part of the program.

2. Provide the following evaluation data to Hackettstown School District at the end of each school year.

   a. Pre/post test data of all students in the Communication area

   b. Pre/post test data from the Crites Career Maturity Inventory on all students involved in the project

   c. Pre/post test data of all students in the Career area

   d. Student and teacher surveys

How many schools will be involved in the program? _____

How many teachers will be involved in this program? _____

How many students will be involved in the program? _____

How would you describe your geographic setting: urban, suburban, ex-urban or rural? _____

When do you wish to implement WORK-ED? _____

Please indicate the name of the Coordinator of the program. _____

Administrator who will be responsible for the program. _____

Signature of Consumer

_____

Signature of Producer (Project Director)

_____